

14TH Management Development Programme on Leadership in Educational Administration

FOR PRINCIPALS OF SENIOR SECONDARY SCHOOLS, AFFILIATED TO CBSE

October 8-12, 2012, NUEPA, New Delhi

Information Brochure & Curriculum Guide



**Department of Educational Administration
National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi – 110 016**

14th Management Development Programme on Leadership in Educational Administration for the Principals of Senior Secondary Schools Affiliated to CBSE, October 8-12, 2012, NUEPA, New Delhi.

Background of the Programme

Leadership has been defined as providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals and to create a sense of purpose and direction. In schools, they focus on student learning including both the development of academic knowledge and skills and learning important values. Leaders help to establish the conditions that enable others to be effective. Therefore, the effects of leadership on school goals are indirect as well as direct. Leadership of school principal always remains the major driving force, which underpins the school's increased or sustained effectiveness and improvement. The principal aligns school structures and cultures through 'vision' and 'direction' with changing societal expectations, structure, aspiration and cultures which enables her/him to build and sustain school performance. To improve teaching and learning in most secondary schools, strong emphasis is on improving curriculum, managing teachers' learning, building a learning network among staff, and focus on the role of the head for professional development of teachers.

However, in a continuous changing environment the principals of senior secondary schools often face problems in leading and managing schools, which need their requisite professional preparation to meet the challenges. Periodic in-service training may provide them capacities in different skills and competencies to deal with the problems in the diverse situations in which their schools function. The principals whether they belong to government schools or private/public schools hardly get an opportunity to attend in-service training programmes in leadership in educational administration. In this context, the present one-week training programme, in the series of Management Development in Leadership in Educational Administration, is the 14th training programme which is being organized on the request of CBSE by the Department of Educational Administration.

In view of the above discussion, following are the main objectives of the programme.

Objectives

1. To sensitize the participants about new changes and challenges in school education and;
2. To expose the participants to the techniques of organizational diagnosis and leadership development; and to
3. To develop their capacities in issues related to managerial effectiveness.

Major Themes

Themes for the programme have been divided into three major categories

A. Sensitization

1. Improving School Management
2. Globalization and School Education
3. Managing Diversity and Equity—RTE Implications
4. Accounting and Auditing

C. Human Resource Development

5. Leadership in School Education
6. Indicators of Instructional Leadership
7. Staff Development

B. Organizational Diagnosis and Development

8. Organizational Diagnosis
9. School Improvement Planning
10. Understanding and Managing Self
11. Decision-making
12. Team Building at School level.
13. Communication

Design of the Programme

The programme has been designed through an intensive process of discussion with the faculty colleagues in the Department of Educational Administration. A Task Force was constituted by the Vice-Chancellor involving faculty members of other departments of the university. Suggestions and comments received in the Task Force Meeting on the design of the programme were incorporated in developing this programme.

Methodology

The methodology of the programme will be based on the following.

1. Presentation, discussion with participatory process;
2. Case study approach, role plays, group work and presentation by participants;
3. Sharing of experiences by participants on school leadership. They will be presenting their innovative activities at school level.
4. Working in Groups on book reading and presentation of inferences linking it to their leadership in school management.

Participants

About 35 to 40 principals of private senior secondary schools from all the six regions of CBSE are expected to participate. A list of the participants is enclosed at Annexure II.

Time Schedule

The training programme will be commenced at 9.30 AM on 8th October, 2012 and closed at 5 PM on 12th October, 2012. The tentative time schedule is enclosed at Annexure I.

Resource Persons

Almost all the Resource persons will be drawn from NUEPA faculty. Only few Resource Persons will be invited from outside NUEPA. A list of resource persons is attached at Annexure III.

Boarding and Lodging

Boarding and lodging arrangements for all the participants have been made in the NUEPA Hostel (on twin sharing basis). **The participants need not to pay for their boarding and lodging during the programme.** Dr. Subhash Sharma, Warden, NUEPA Hostel will be looking after all the arrangements. Telephone and Email facilities are also available in Campus.

Programme Management

The Department of Educational Administration is organizing the programme. Prof. K. Sujatha is the Head of the Department. Dr. R. S. Tyagi, Assistant Professor is the Coordinator of the programme. Shri P. N. Tyagi, In-charge, Training Cell, is looking after organizational and administrative activities.

Venue

The venue of the programme will be the Seminar Hall, No.1 at first floor of the National University of Educational Planning and Administration, New Delhi.

Documentation

Curriculum Guide

A Curriculum Guide has been prepared and attached with this information brochure. It contains almost details of all the themes which will be discussed in the programme. Curriculum Guide will help the participants in developing their knowledge and skills regarding particular theme.

Reading Material

Besides the papers and discussion notes of resource persons, some latest articles and papers culled out from books and journals will be circulated to the participants. The list of reading material is enclosed at Annexure IV. A list of suggestive readings available in NUEPA Library is also furnished to the participants, which is enclosed at Annexure V.

Book Reading Club

Participants will be divided in groups. Each group will be given the management books. The group members after drawing inferences from the books will relate it to their leadership at school level. Following books will be given to the groups.

1. Whale Done by Ken Blanchard
2. High Five by Ken Blanchard
3. Six Thinking Hats by Edward de Bono
4. Who Moved My Cheese by Spencer Johnson
5. You Can Win by Shive Khera
6. Gang Ho by Ken Blanchard

School Visit

Participants will visit Sadhu Vaswani International School for Girls, Shanti Niketan, South Motibagh, New Delhi. They will observe management of school, innovative practices and hold interaction with the faculty and the head of the school.

Medical Care

Medical care will be available to the participants for minor ailments during the programme in the NUEPA Hostel. The Chemist shop is located on the main Mehrauli Road just outside the Campus.

Evaluation

The training programme will be evaluated by the participants at the end of the course through a structured Proforma.

Certificate

In the concluding session on 12th October, 2012 the participants will be given the certificate indicating that they had attended this one-week Management Development programme in educational leadership.

Curriculum Guide

The Curriculum Guide has been prepared for providing details regarding the present Management Development Programme which focuses on the issues related to Sensitization, Human Resource Development and Organizational Diagnosis. The participants will also be working in groups which will be followed by presentation of the group reports. The major themes with a brief write-up are given below:

Theme 1: Improving School Management

In this session the participants will be acquainted with the concern for quality improvement coupled with decentralization of educational governance and introduction of school-based management which has brought into focus the importance of effective school management in general and role of the school head, in particular. Consequently, the school management framework in many countries undergoing significant transformation with direct implication for in-school management processes, community school linkages, and the role of the head teachers as well as external support and accountability mechanisms. In the last two decades, more interest has been focused on school effectiveness and successful schools. Even though much is known about the major characteristics of successful school, there is much less clarity about what school leaders or managers do to achieve success.

Reading Material

Sujatha, K. (2011) *Improving School Management—Learning from Successful Schools*, NUEPA, New Delhi.

ANTRIEP, NUEPA, *Modules on Making Schools Successful*, 1-5.

Theme 2: Leadership in School Education

This session will deal how a principal will lead his team of teachers to make the school successful. Leadership is a process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. A leader synergizes the group members to achieve desired goals. To achieve goals a leader has to manage human resources and other resources at his/her disposal. As there is no tailor made solution for any problem, similarly there is no effective leadership model. Effective Leadership is contextual. An academic leader innovates, develops, focuses on people, inspires trust, focuses long term planning and owns people where as academic manager relies on control, maintains status quo and systems. For sustainable growth and development a leader must exhibit creativity, innovation, team feeling as well as attitude for quest of knowledge. There are various road blocks before the leader from inside as well as outside the organization. The final outcomes of the leadership are performance, individual satisfaction and personal growth and development. All these elements combine to build the model or framework that the organization operates from.

Reading Material

Coles, M. & Southworth, G. (2005), *Developing Leadership, Creating the Schools of Tomorrow*, Maidenhead, Open University Press.

Davies, B. (Ed.). (2009), *The Essentials of School Leadership*, London, Paul Chapman Publishing and Crowin Press.

Theme 4: Globalization and School Education

This session will help in broadening awareness and understanding about how globalization affects the context and challenges of secondary education reform in a resource-scarce country, particularly a country seeking to position itself vis-à-vis globalization. This lecture will also contribute to an understanding of how globalization and the “transmitters” of globalization lead to changes in educational priorities, policies, procedures, and practice. The process of globalization affected the education sector and the role of education in development. The broad changes introduced to education policy are the changes in the national economy are of four kinds. 1. Competitiveness-driven reforms: standards; efficient resource management; improved teacher recruitment and training; and institutional accountability for outcome performance. 2. Finance-driven reforms: shifting public funding from higher to lower levels of education; privatization of secondary and higher education; reduction of cost per student; finance driven reforms are interlinked with equity driven and competitiveness driven reforms. 3. Equity-driven reforms: expand access; lowest income and educationally backward groups; and increase the school success rates of those groups. 4. management and institutional reforms: a country in which there is centralized management over the education system has chosen to implement management reforms by decentralizing the administration of education. This involved a shift in responsibility from the central government to local governments, communities, or schools.

Reading Material

The World Bank, (2005), *Expanding Opportunities and Building Capacities for Young People—A New Agenda for Secondary Education*, www.worldbank.org

Theme 3: Indicators of Instructional Leadership

Each school functions in a different environment but a principal, as an instructional leader with the vision, mission and goals for the school needs to plan such strategies that are right for his school and teachers. Educational researchers and practitioners emphasize the need to reassess what constitute professional development. The ultimate aim of the head of an institution should, of course, be improving instruction to ensure better education. The progress of the learner should be seen as the final indicator of the success of the work of the head of school. A head’s instructional leadership must include recognizing and acknowledging teachers. Heads reflect on and pass to teachers their values, beliefs and concepts about their roles as instructional

leaders, and apply new knowledge and skills in real school contexts. Studies suggest that high achieving schools are positively correlated with strong instructional leadership. The role of a head in instructional leader is, therefore, to be a team member and motivator, resource gatherer, identifier of available talent, and scheduler. Reflection by the head requires engage in thoughtful and careful reporting and analysis of past practices and experiences. Reflection helps instructional leaders gain genuine understanding and enables heads to focus less on changing others and more on letting others respond through changes they make in their own behaviour.

Reading Material

Andrews, Richard L., Margret, R., and Myron, Basom. (1999), *Instructional Leadership, Supervision That Makes a Difference*, Theory into Practice, Volume XXX, No. 2, Spring.

Tyagi, R. S. (2010), *School-based Instructional Supervision and Effective Professional Development of Teachers*, Compare, Vol. 40, No. 1, London.

Glanz, Jeffrey, (2005), *Action Research as Instructional Supervision, Suggestions for Principals*, NASSP Bulletin, Vol. 89, No. 643.

Theme 4: Staff Development

Staff Development is a systematic process which aims to ensure that the institution has the effective staff it requires to meet its present and future needs. It is concerned with improving the performance of existing staff given them opportunities for growth and development, and ensuring so far possible, that management succession within the institution is provided for. The objectives of a typical staff development programme are to improve the instructional performance and long term growth of the institution by improving the performance of staff by seeking that they are clearly informed of their responsibilities and by agreeing with them specific key objectives against which their performances will be regularly assessed; identifying staff with further potential and ensuring that they receive the required development, training and experience to equip them for more senior posts within their departments in the institution; and assisting heads of the departments throughout the constitution to provide adequate succession and to create a system whereby this is kept under regular review.

Reading Material

Bartram, S. & Gibson, B. (1997). *Training needs analysis*. Hampshire, UK: Gower Pub Co.

Nolan, Jr. J., and Hoover, L. A. (2004) *Teacher Supervision and Evaluation, Theory Into Practice*, (USA, Hermitage Publishing Services).

Theme 5: Understanding and Managing Self

Understanding and managing self can be understood from three broad perspectives: self-awareness, self-regulation and self-motivation. Self-regulation comprises of three parameters: emotional awareness, accurate self-assessment and self-confidence. Emotional awareness basically means recognizing one's emotions and their effects. People with this competence know which emotions they are feeling and why. They also recognize the links between their feeling and what they think and say. They recognize how their feelings affect their performance and have a guiding awareness of their value and goals. Stronger emotions affect some people very much. It depends upon whether a person is introvert or extrovert. However, person has to control over emotions. Accurate self-assessment means knowing one's strength and limits. People with this competence are aware of their strengths and weaknesses. They are reflective, learn from experience, open to feedback, have new perspectives, and are continuous learners. Feedback can be of two types: positive and negative feedback. List of weaknesses are longer, but it should not hinder work. While giving feedback, act and person need to be separated. Otherwise whole purpose of giving feedback will be lost. Self-awareness can be explained by matrix Johari Window. According to this framework, there are some attitudes or behaviours engaged in people that they know about themselves. This known to self-area includes their knowledge of the way they are coming across, the impact they are having with the people they are trying to influence. At the same time, part of their personality is unknown to self. That is why people are unaware of how they are coming across to others. It may be that their colleagues, peers and subordinates have been given feedback or it may be that the person has not been alert to pick up some of the verbal and non-verbal feedback that actually exists within the environment.

Reading Material

George, Jannifer M. and Jones, Gareth, R. (2011), *Understanding and Managing Organizational Behaviour*, Prentice Hall.

Townley, Barbara, (1995) *Know Thyself: Self-Awareness, Self-Formation and Managing*, University of Alberta, Edmonton

Theme 6: Decision-Making

A decision is an act of choice between choices. It is good to know who make these choices. It will be better still, if we come to know the real actors who perform this act in a given managerial situation. Focus will be on educational planners and administrators. Decision-making seems such a common activity that very seldom any thought is devoted to discovering what goes on. It is not as static as it looks. It is a dynamic act. As far as individuals are concerned, it is not only a matter of the head but also a matter of the heart; this is intra-individual dynamics. On the other side, when a number of persons get together, or are brought together for decision-making, group dynamics starts operating. In action terms, a decision, which is a choice amongst alternatives, stands for a "cut-off point", a point where someone stops asking further questions on the issues. Stated differently, one cuts ones stream of thought about the matter at

hand so that one may then act. The cut-off idea raises a number of issues. For example, who calls the shorts for the cut-off point? When? These are some of the real issues of the dynamics of decision making which the authors feel are the key to provide some possible answers to the main question of the Paper “ Who makes decisions in an educational managerial situation – groups or individual”? One also incidentally learns that if there are no choices, there are no decisions. However, management experts feel that sky is the limit for generating more and more alternatives in the search for finding solutions to managerial problems. Effective decision-makers specially take note of this. If agreed, that sky is the limit for generating alternatives, one need not get emotionally attached to the first decision (or first alternative), which comes to one’s mind. However, human beings have the tendency to make only one choice, the first choice which requires the least of their efforts. And, after having made this choice, they tend to stick to it. We need to continue to generate more alternatives through creative thinking, provided there are no time pressures.

Reading Material

Virmani, K. G. and Batra, Sonia, *As of Today, Who Takes Decisions in Educational Managerial Situations: Groups or Individuals.*

Citizenship and Youth, Manitoba Education (2004), *Working Together, A Guide to Positive Problem Solving for Schools, Families, and Communities*

Theme 7: Team Building at School Level

Effective teams produce outstanding results and succeed in achieving despite difficulties. Team members feel responsible for the output of their team and act to clear difficulties standing in their way. Team building is a common goal. If a principal think what the school should be, the school should have a team of teachers. It is important that how a principal keeps them motivated. The test of a team is its capacity to deliver the goods. A team needs a purpose that is understood, shared, and felt to worthwhile by its members. This purpose can be described as the teams’ mission. Team members take strength from each other. Collectively they feel more potent and find that team activities renew their vitality and enjoyment. A mature team has dealt with thorny questions concerned with control, leadership procedures, organization and roles. The team’s structure is finely attuned to tasks being undertaken and individual talents and contributions are utilized without confusion. As the team develops, it becomes necessary to sort out personal relationships of power and influence. Alliances are formed and certain people emerge as particularly significant. Team members watch and evaluate the members’ behavior. At this stage, the team has to decide how it is going to operate. People want to work together and have committed themselves to trying to make the teamwork. This is an important stage because the team needs the support and interest of all members. Without this, individual preoccupations dominate, and the team itself fails to grow stronger. The work of the team becomes identified with precision, and contribution is discussed and measured.

Reading Material

Hackman, J.R. (2002). *Leading teams: Setting the stage for great performances*. Boston, MA: Harvard Business School Press.

Scholtes, P. R., Joiner, B. L., & Streibel, B. J. (2003). *The team handbook (3rd ed.)*. Salem, NH: GOAL/QPC.

Theme 8: Accounting and Auditing

Accounting is concerned with keeping detailed and classified records of all financial transactions that take place in an organization. Barring a few limitations, all activities of an organization either involve funds or have financial consequences. Thus the scope of accounting encompasses most activities of the organization. Although recurrent and routine in nature, the accounting functions are aimed at ensuring financial accountability and performance. It is concerned with ensuring adherence to rules, regulations and procedures in financial dealings of all departments and offices of an organization. The accounting and auditing are considered twin functions. Accounting is incomplete without an appropriate system of auditing and that is why auditing begins where accounting ends. The twin functions are so integrated that one can be discussed without the understanding of the other. Therefore, the discussion that follows overlaps and the same is done intentionally, knowing fully well that the heads of schools are only required to ensure that the accounting records are prepared in an authentic manner, the proof of which would be that there were minimal audit objections. Broadly speaking the accounting is expected to perform the following functions:

Reading Material

Puttick, George and Van Esch, S. D. (1998), *The Principles and Practice of Auditing*, Amazon.com, Textbooks Store.

Theme 9: Organizational Diagnosis

Organizational Diagnosis is a crucial step in the total organizational development. It contains a research approach leading to a statement about the functioning of the organization or a part of the organization related to the problem area of interest. Often such a statement leads to recommendations to improve the organizational efficiency, organizational effectiveness, or flexibility. Through institutional evaluation, strengths and weaknesses of the organizations are identified. In order to develop a more objective viewpoint of the institution, particularly for diagnosing the strengths and weaknesses, it is necessary and important to use a scientifically developed instrument. This session will deal with qualitative as well as quantitative techniques.

Reading Material

Indiresan, Jaya, *SWOT Analysis for Organizational Diagnosis* (memgraph).

Stewart, Jim, (1991), *Organizational Development in Managing Change through Training and Development*, Kogan Page Ltd., London.

Theme 10: School Improvement Planning

All schools want their students to succeed. But schools can only make a lasting difference when they focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in the home. A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. School improvement plans are selective: they help principals and teachers, and answer the questions "What will we focus on now?" and "What will we leave until later?" They encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents. A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first steps—a crucial one—in developing an improvement plan involves teachers, parents, and other community members working together to gather and analyse information about the school and its students, so that they can determine what needs to be improved in their school.

Reading Material

Govinda, R. (1997), *Module on Institutional Planning*, NUEPA, New Delhi.

Naik, J. P. (1969), *Institutional Planning*, NUEPA, New Delhi.

Theme 11: Managing Diversity and Equity—RTE Implications

The RTE Act, 2009 has defined children belonging to disadvantaged groups and children belonging to weaker sections as follows: Disadvantaged Groups are defined as those that belonged to the "SC, ST, socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factors as may be specified by the appropriate Government". Section 12 of the Right of Children to Free and Compulsory Education Act 2009 (the Act) has made it compulsory for every private unaided school to admit at least 25% of its entry level class from children belonging to weaker and disadvantaged groups. For this category of students the state

government shall reimburse schools an amount equal to either the fees charged by the school or the per child expenditure in state schools, whichever is lower.

Reading Material

The Right of Children to Free and Compulsory Education Act, 2009 and Model Rules of RTE--2010

Theme 12: Communication

Communication is the ability to share information with people and to understand what information and feelings are being conveyed by others. Communication can take on many forms including gestures, facial expressions, signs, vocalizations (including pitch and tone), in addition to speech and written communication. Teachers, students and paraeducators frequently use nonverbal methods to communicate. Students often show disinterest in school by avoiding eye contact or sitting back in their chairs with their arms folded across their chests during instruction. Staff members may indicate that they have time to talk but they may show disinterest by grading papers or busying themselves while you are trying to talk. Conversely, a smiling, nodding face indicates that the listener is interested in what we are saying and encourages us to continue. Communication includes a broad range of actions which help the paraeducator work more effectively with students and teachers. Paraeducators interact with many different people during the day, including administrators, teachers, parents, students and other paraeducators. The ability of paraeducators to contribute to the special education program will depend on his or her communication skills. For example, communication is essential for: understanding roles and assignments, planning and carrying out learning activities, coordinating approaches with students, providing information to teachers on student progress and behaviors, and building a positive relationship with students, teachers and other staff.

Reading Materials

Epstein RM, Alper BS, Quill TE. (2004), *Communicating evidence for participatory decision making*. JAMA; 291(19): 2359-2366.

**14th Management Development Programme in
Leadership in Educational Administration
for Principals of Senior Secondary Schools, Affiliated to CBSE**
(October 8-12, 2012, NUEPA, New Delhi)

Tentative Time Schedule

Day One – Monday, October 8, 2012

Sessions	Speakers	Time
Registration		0930 hrs. – 1000 hrs.
Introductory Session Welcome: Programme Highlights Introduction Chairpersons Remarks Vote of Thanks	Prof. Kumar Suresh Dr. R. S. Tyagi By Participants Prof. K. Sujatha Dr. V. Sucharita	1000 hrs. – 1100 hrs.
	Tea/Coffee Break	
Improving School Management	Prof. K. Sujatha	1130 hrs. – 1300 hrs.
	Lunch Break	
School Leadership	Prof. Irfan Rizvi	1400 hrs. – 1530 hrs.
	Tea/Coffee Break	
Globalization and School Education	Dr. Y. Josephine	1530 hrs. – 1700 hrs.
Sharing of Experiences by Principals		1700 hrs. - 1800 hrs.
Formation of Groups and Introduction of Book Reading Club	Dr. R. S. Tyagi	1800 hrs.—1830 hrs.

Day Two – Tuesday, October 9, 2012

Sessions	Speakers	Time
Sharing of Experiences by Principals		0900 hrs.—0945 hrs.
Indicators of Instructional Leadership	Dr. R. S. Tyagi	0945 hrs.–1115 hrs.

	Tea/Coffee break	
Understanding and Managing Self	Dr. Vineeta Sirohi	1130 hrs – 1300 hrs.
	Lunch Break Group Photograph	
Organizational Diagnosis	Dr. Manju Narula	1400 hrs.– 1530 hrs.
	Tea/Coffee Break	
Managing Diversity and Equity—RTE Implications	Dr. Sunita Chugh	1530 hrs - 1700 hrs.
Sharing of Experiences and briefing on School Visit		1700 hrs.– 1800 hrs.

Day Three – Wednesday, October 10, 2012

Sessions	Speakers	Time
<p>School Visit: Sadhu Vaswani International School for Girls, Shanti Niketan, South Motibagh, New Delhi Principal: Ms Neeta Rastogi</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Interaction with Principal and faculty 2. Observation of School Facilities 3. Question answer session on administration, teacher development and financial management. 4. Workshop on CCE—a problem solving approach. 	<p>Facilitators</p> <p>Dr. R. S. Tyagi</p>	0800 hrs.– 1200 hrs.
	Lunch Break	
School Improvement Planning	Dr. Rashmi Diwan	1400hrs. – 1530 hrs.
	Tea/Coffee Break	
School Improvement Planning Contd.	Dr. Rashmi Diwan	1530 hrs. – 1700hrs.

Sharing of Experiences by Principals		1700 hrs.-1800 hrs.
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Day Four – Thursday, October 11, 2012

Sessions	Speakers	Time
Interaction with Participants	Prof. R. Govinda, Vice -Chancellor, NUEPA	0845 hrs. – 1000 hrs
Staff Development	Prof. K. Sujatha	1000 hrs. - 1130 hrs
	Tea/Coffee Break	
Decision-making	Dr. Kashyapi Awasthi	1130 hrs – 1300 hrs.
	Special Lunch	.
Accounting and Auditing	Prof. D. Jagannathan	1400 hrs. – 1530hrs.
	Tea/Coffee Break-	
Sharing of Experiences by Principals		1530 hrs. – 1700 hrs.

Day Five – Friday, October 12, 2012

Sessions	Speakers	Time
Sharing of Experiences by Principals		0900 hrs. - 1000 hrs
Team Building at School Level	Prof. Preetam Khandelwal	1000 hrs. – 1130hrs.
	Tea/Coffee Break	
Communication	Dr. Vineeta Sirohi	1130 hrs. – 1300hrs.
	Lunch Break	
Presentation of Group Work	Chair: Prof. Kumar Suresh	1400 hrs. – 1600hrs.
	Tea/Coffee Break	
Closing Session		1600 hrs. -1730 hrs.

Annexure II

14th Management Development Programme on Leadership in Educational Administration for the Principals of Senior Secondary Schools Affiliated to CBSE, October 8-12, 2012, NUEPA, New Delhi.

List of Participants

1.	Ms. Poonam Shekhawat Principal South Valley International School Mantri Hills, Pithampur Behind Link Road, Batma Dist Indore-453001
2.	Mr. V. Srinivasan Principal SSPM's Sri Sri Ravish Ankar Vidya Mandir, CTS 559, C/1, Kulupwadi, Borivali (East) Mumbai-400066
3.	Mr. R. Raji Principal Mangadu Public School, Ckikkaraya Puram, Near Mangadu, Chennai-600069
4.	Ms. Jayanthi Paniraj Principal The Smart School, #77/2, Machohalli, Dasanapura, Hobli, Bapagram Post, Bangalore, Karnataka-560091
5.	Ms. Supriya N Principal Bhavans Vidya Mandir Kolayakkad, Mannapra, Palakkad DT-678685
6.	Ms. Devika Rani R Principal Sri Devaraja URS International Residential School, Dodda Ballapura-561203
7.	Mr..Savit Gulati Principal Mahatma Gandhi Mission Primary & Secondary School (Eng. Med) Sec-8, Ph-II, Nerul (west) Navi Mumbai-400706

8.	Mr. P.J. Cherian Principal Mount Carmel School, A-21, Anand Niketan, New Delhi-110021
9.	Ms. Sonika Sharma Principal G.D. Goenka Public School Dhukuria, P.O. New Champta Dist-Darjeeling, Siliguri-134009
10.	Ms. Bhagirathi Behera Principal Green Valley International School, Malinagar, Pusa, Samastipur, Bihar-848125
11	Mr. Trilok Singh Bist Principal Jodhamal Public School, By-Pass Road, Channi Himmat, Jammu (J&K) – 18001
12	Mr. George Principal Sant Kirpal Singh Sewa Panthi Sen. Sec. Public School, Neelon, Ludhiana-141124
13.	Ms. Sangeeta Singh Principal Delhi Public School, NH-1, 11 K.M. Milestone, G.T. Road, Manawala, Amritsar
14.	Ms. Kirna Preet Kaur Principal S K Public School Behind Power House Talwandi Bhai, Distt. FZR-142050
15.	Dr. R S Panwar Principal M D N Public School Northern Bye Pass Near New Bus Stand Rohtak-124001
16.	Mr. S. K. Shukla Principal, BSF Sr. Sec. School, Shillong (Meghalaya)
17.	Mr. Anvar Ali V. Principal Hidaya Public School, Pantheerankavu (Post) Calicut – 19

18.	Ms. S. Kamala Principal Sri Vidya Mandir Secondary School Calicut Main Road, Kondalampattu Salem-10
19.	Mr. S. Ramamani Principal Sri Vidya Mandir Sr. Sec. School Anandasramam, Meyyanur Main Road, Salem-4
20.	Mr. N. Murugesan Sri Vidya Mandir Sr. Sec. School, Shivaji Nagar, Salem. Tamil Nadu-636003
21.	Mr. Abdul Rasheed K.M. Principal Mahmoodiyya English School, P.O. Perinjanam, Chakkarapadam, Thrissur-Distt. Pin-680686, Kerala
22.	Dr. S.S Khokhar Principal BSF Sr. Sec. School, Jammu (J&K)
23.	Dr. Mrs. Punita H. Shah Principal Smt. Sandraben Shroff Gnyan Dham School, G.I.D.C., VAPI-396195 Dist. Valsad, Gujrat
24.	Ms. Jaya Pandey Principal Savitri Public School, Partawal, Maharaganj (U.P.)
25.	Ms. Jyoti Gupta Principal Delhi Public School Ghaziabad Site No-3, Meerut Road Gahziabad-201003

26	Mrs. Rachna Jain Principal SBR Maheshwari Vidyapeeth Behind Rundhnath Temple Surat Dumas Road Surat (Gujarat)
27.	Shri S. R. Sharma Principal BSF Sr. Sec. School, Kadamtala, Distt. Darleeling (West Bengal)
28.	Ms. Apala Chakraborty Principal Aditya Academy (sec) Kadambagachi, Barasat, WB
29.	Ms. Soumya Gulati Principal Blue Bells Public School, Sector-10, Gurgaon-122001
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Contents of Reading Material

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- *Mark Brundrett*
2. Developing Inner Leadership
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3. Leader as Learner
4. Role of Headteachers in School Management- A Case Study for the State of Uttar Pradesh
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7. Teacher as a Leader
- *Cindy Harrison*
8. Performance management Practitioner Series ---- 360 Degree Assessment: An Overview
9. Instructional Leadership as a Proactive Administrative Process
- *John C. Daresh*
10. Instructional Leadership: Supervision that Makes a Difference
- *Richard L. Andrews, Margaret R. Basom, Myron Basom*
11. Action Research as Instructional Supervision; Suggestions for Principals
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12. A Conflict Resolution Model
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